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M A S S A C H U S E T T S

STATE PLAN

FOR

VOCATIONAL-TECHNICAL EDUCATION

FOR

FISCAL YEARS 1991 - 1992

MASSACHUSETTS
DEPARTMENT OF EDUCATION
1385 HANCOCK STREET
QUINCY, MA 02169

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M A S S A C H U S E T T S

STATE PLAN

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INTRODUCTORY NOTE

This State Plan for Vocational-Technical Education has been prepared during a period of Congressional review of the federal Vocational Education Act (Perkins Act). The United States House of Representatives voted 403 to 3 on May 9, 1990 to pass H.R. 7, the Carl D. Perkins Applied Technology Education Amendments of 1989. The United States Senate is expected to vote on proposed legislation to extend federal involvement in vocational education sometime in April, 1990 and it is expected that a new law would become effective on July 1, 1991. It is likely that a new State Plan will be required under this revised legislation and such a Plan will be due by May 1, 1991.

Upon final approval, this State Plan for Fiscal Years 1991-1992 will be in effect until June 30, 1992 or until superseded by a new State Plan.

PLANNING FOR VOCATIONAL-TECHNICAL EDUCATION IN MASSACHUSETTS

The expanded planning for vocational-technical education in Massachusetts that began with the Strategies Conference project of 1986 continues to yield consensus findings that shape the design of goals, objectives, and activities. This process demands both clarity of purpose and involvement of individuals and groups associated with vocational-technical education.

Although the federal Vocational Education Act (Public Law 98-524) provides an outline for a needs assessment process, the specifics are left to each state to construct and perform. In fact, the federal guidelines do not even require the states to declare the findings from their needs assessment. The Massachusetts Board of Education continues to develop a State Plan for Vocational-Technical Education that presents the findings from the needs assessment and activities to meet the needs and to address longer term goals for vocational-technical education.

The most recent needs assessment was conducted between September, 1988 and August, 1989 and the outline for this process details the variety of agencies, associations, individuals, and documents that contributed to the identification of major needs. Four studies conducted during this needs assessment period had a profound impact due to the relevant and timely subjects.

Evaluation of Competency Based Vocational Education (Abt Associates, Inc.)
Survey of Completers of Vocational Teacher Training (Division of Occupational Education)
Survey of High School Students: Career Plans and Program Choice (Division of Occupational Education)
Analysis of Local Plans (Division of Occupational Education)

In addition, a variety of representatives of groups associated with vocational-technical education, including the State Council on Vocational Education, Massachusetts Commission for Occupational Education, Interagency Coordination Committee, and associations of teachers and administrators, were asked to prioritize a list of significant issues that emerged from the Strategies Conference of 1986.

Finally, public hearings were conducted to afford an opportunity to any interested individuals to respond to these findings and to add to this comprehensive process.

INTERAGENCY COORDINATION COMMITTEE

State Plan for Vocational-Technical Education
For Fiscal Years 1991-92

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Member, Massachusetts Jobs Council

Robert Vinson
Executive Director
State Occupational Information Coordinating Committee
Department of Employment and Training

Significant Issues

For Fiscal Years 1991-92 State Plan

Please place a number next to each issue to show your order of significance

Rank		
1	418	Integration (or reinforcement) of academic competencies in vocational education programs;
2	385	Increased awareness of vocational education by the public;
3	377	Recruitment and preparation of vocational-technical teachers
4	376	Remediation of basic skills deficiencies of students entering vocational-education;
5	323	Coordination between job training programs and vocational education;
6	322	Participation of minorities in vocational education;
7	317	Private sector participation in vocational education;
8	293	Method of distribution of federal vocational education funds (competitive versus allocation);
9	286	Use of vocational-technical education methodology for general program students (e.g. applied learning programs);
10	279	Coordination between secondary and postsecondary vocational education;
11	229	Coordination between adult education and vocational education;
12	224	Imbalanced selection of occupation of study by sex (i.e. females selecting lower wage occupations);
13	223	Partnerships with other state agencies
14	219	Relationship of vocational education and special education;
15	187	Coordination of Public Law 98-524 with Chapter 188;

Proposed Policy For the Establishment of New Programs/Expansion of Current Programs under Public Law 98-524

The Division of Occupational Education will develop a statewide demand list based upon analysis of labor market data and projections from the Department of Employment and Training. This list will include only those occupations that:

1. Require less than a baccalaureate degree for entry;

2. Show strong statewide demand in the most current labor market projections;

3. Show average annual openings that exceed the supply provided by the completers of vocational-technical education programs;

4. Show evidence of quality of occupation factors that include:

   compensation - wages and benefits
   advancement opportunities, including self employment
   stability of employment over time

A school system or two year college that wishes to utilize federal vocational education funds to begin a new program may select an occupation on the statewide demand list or may document strong local/area labor market demand for an occupation that is not on the statewide demand list but that does:

a. Require less than a baccalaureate degree for entry;

b. Show average annual openings for the next ten (10) years that exceed on an annual basis the supply provided by the completers of vocational-technical education programs in the area represented by the requesting agency. Documentation must be presented from at least five employers.

c. Show evidence of quality of occupation factors that include:

   compensation - wages and benefits
   advancement opportunities - career mobility
   stability of employment over time

A school system or community college that wishes to utilize federal vocational education funds to expand or improve a current program that is not on the statewide demand list must submit documentation of placement and follow up results for the most recent five years of program operation. A minimum level of 70% placement rate will be required.

GOALS, OBJECTIVES, AND ACTIVITIES

FY 1991 - 1992

GOALS, OBJECTIVES, AND ACTIVITIES

The goals and objectives that are presented on the following pages have emerged from the assessment of need that was carried out over a twelve month planning period (September 1988 - August, 1989). The findings of this assessment and activities proposed to meet these goals and objectives are listed on the charts.

These goals and objectives are proposed for a two year period: Fiscal Years 1991-1992. The Massachusetts Department of Education is currently operating on the basis of a five year plan that also runs through 1992. It should be noted that the goals presented in this State Plan for Vocational-Technical Education are most significant and far reaching and will not be completely achieved during the life of this Plan (Fiscal Years 1991-1992).

The activities proposed in this Plan are intended to be accomplished during the next two fiscal years and are intended to contribute noticeably to the accomplishment of the stated goals and objectives. The results from the activities will be the measure of the success of this Plan and those results will be used to reassess the goals and objectives for continued pursuit.

A. TO ASSURE EQUAL ACCESS AND TO ASSURE EQUAL OPPORTUNITY FOR ALL STUDENTS TO SUCCEED IN VOCATIONAL-TECHNICAL EDUCATION

1. Successful innovative strategies for vocational-technical schools to recruit and retain students, especially from target populations will be reported.

2. The number of racial and linguistic minority students in vocational-technical education programs will increase.

3. An increased number of pregnant and parenting teenagers will receive education, training, and other services through vocational-technical education.

4. The needs and participation rate of linguistic minority students for vocational-technical education programs and services will be assessed.

5. Vocational-technical education programs to address the needs of dropouts will increase, especially for economically disadvantaged populations.

6. Support services for special needs students will continue to be provided to enhance these students' capacity to succeed in vocational-technical education and to transition effectively to the workplace.

7. Vocational-technical education programs will be available to youth in the care of the Division of Youth Services on a more permanent basis.

8. Incarcerated populations will continue to be served with vocational-technical education programs that connect to adult basic education.

9. Vocational-technical education programs that address the unique training needs of adult refugee populations will be supported.

10. Model vocational-technical education programs that link parent training with their children's education will be encouraged.

11. Students who choose to study a non-traditional occupation will be supported to succeed in vocational-technical education.

12. The number of technical and technology dominated occupations will be expanded for the purpose of attracting female students into high wage occupations.

13. Employed adults will be recruited to serve as mentors and to provide career counselling to youth at risk to drop out or to be underemployed or unemployed.

B. TO IMPROVE THE BASIC AND OTHER ACADEMIC SKILLS OF STUDENTS PARTICIPATING IN VOCATIONAL-TECHNICAL EDUCATION

1. The test scores of students who failed tests that measured the students' basic skills achievement through Grade 8 will increase during their high school experience.

2. Teachers in vocational-technical schools and programs will have a greater understanding of methods of improving the basic skills of their students.

3. Educators will have a more complete understanding of the benefits of integrating academic and occupational competencies.

4. The capacity of vocational-technical educators to assess the academic and technical interests and abilities of potential students will be strengthened.

5. An increased number of secondary school students will learn through an applied methodology.

6. Methods of assessing the mathematics, science, and communication competencies that students acquire in vocational-technical education programs will be demonstrated.

7. The services of Assessment Centers will be made widely available to students in vo-tech programs.

C. TO IMPROVE AND UPDATE THE CURRICULUM, PERSONNEL, AND FACILITIES AVAILABLE TO VOCATIONAL-TECHNICAL EDUCATION STUDENTS

1. Promising practices in vocational-technical education will be documented and promoted.

2. Leadership potential and capacity of vocational administrators and teacher leaders will be enhanced.

3. The pool of individuals eligible to teach in vocational-technical education will increase, especially in areas of acute shortage.

   Special emphasis will be given to recruitment of minority and nontraditional female vocational-technical education teachers.

4. Vocational-technical teachers will improve their ability concerning occupational and pedagogical skills as follows:

   - o educational technology
   - o student learning styles
   - o applications of science, mathematics, and communications competencies
   - o expanded knowledge of specialty occupational areas
   - o entrepreneurship opportunities
   - o teaching diverse populations

5. Performance based vocational-technical teacher education programs will be monitored.

6. The capacity of vocational-technical teachers to develop, manage, and evaluate curriculum will be increased.

7. A statewide vocational curriculum resource center to provide materials and training to teachers and other school staff will continue to be supported.

8. The adoption of competency based vocational-technical education methods and curricula will be promoted.

9. Instructional and evaluation materials to improve safety and health in vocational-technical education will be field tested and disseminated.

10. Vocational-technical schools will improve their ability to plan, acquire, and utilize technology in the curriculum.

11. The activities of vocational-technical student organizations, as an integral part of vocational-technical education programs, will be available to an increased number of students, especially target populations.

12. Vocational-technical school involvement in new state supported initiatives for school improvement will be encouraged.

13. Vocational-technical education curricula will include renewed emphasis on problem solving, cooperative teamwork and entrepreneurial skills.

D. TO EDUCATE AND TRAIN STUDENTS IN OCCUPATIONAL FIELDS THAT PROVIDE OPPORTUNITIES FOR GROWTH AND ADVANCEMENT.

1. High quality occupational information will be available to vocational-technical educators and students.

2. Vocational-technical educators will remain current on the nature of occupations.

3. Incentives will be created to encourage the discontinuance of vocational-technical education programs that do not adequately address labor market needs.

4. Equipment in vocational-technical education programs heavily impacted by technological developments will be upgraded.

5. The establishment of an increased number of technical occupational fields of study will be promoted.

6. An increased number of females will be enrolled in technical and technology dominated occupations.

7. An increased number of single parents and displaced homemakers will receive skills training and support services.

8. Technology education programs for 7th and 8th grade students will be developed and field tested.

9. School-to-work transition programs for general program students, primarily in urban areas, will be supported.

10. New programs and/or modification of existing programs will be encouraged to incorporate the skills and knowledge of new technology.

11. Dislocated workers will be served in vocational-technical education and training programs.

12. Programs, services and activities designed to eliminate sex bias and stereotyping and to enable girls and women to support themselves and their families will be provided.

E. TO COORDINATE VOCATIONAL-TECHNICAL EDUCATION PROGRAMS AND SERVICES WITH OTHER PUBLIC AGENCIES AND THE PRIVATE SECTOR SO THAT RESIDENTS OF MASSACHUSETTS HAVE ACCESS TO THE FULL ARRAY OF SERVICES AVAILABLE

1. Information on vocational-technical education programs will be distributed to a wide audience.

2. The Interagency Coordination Committee will assist the Division of Occuaptional Education to identify and implement coordination strategies.

3. Programs and activities supported by the Carl D. Perkins Vocational Act will be coordinated with programs and activities supported by the School Improvement Act of 1985 (Chapter 188).

4. Vocational-technical education will coordinate with adult basic education to more effectively connect their programs and services.

5. Vocational-technical education will coordinate with other state agencies in the employment and training system.

6. Vocational-technical schools, comprehensive schools, and community colleges will more effectively coordinate their programs.

7. Vocational-technical schools, community colleges and the private sector will form additional partnerships.

8. Vocational-technical education will coordinate with providers of apprentice training programs to share data, to improve curricula, to improve teaching staff, and to assist in recruitment of underrepresented populations.

9. Vocational-technical education advisory committees will be more effectively utilized.

10. The operation and initiatives of technical committees, composed of employers and labor representatives, will be supported.

11. Strategies for improved coordination between special education and vocational-technical education programs will be implemented.

12. The special support services needed by program participants, including child care services, will be provided on a coordinated basis with other state agencies.

13. A greater number of welfare clients will be provided skills training that complements support services received in programs operated by other state agencies.

F. TO DEVELOP STRATEGIES TO MORE EFFECTIVELY MEASURE AND REPORT OUTCOMES FOR VOCATIONAL-TECHNICAL EDUCATION PROGRAMS

1. Program standards and measures will be included in the evaluation of programs supported by Public Law 98-524 and the results will be used to strengthen program design and operation.

2. The resources of five Assessment Centers will be used by vo-tech educators to improve the counselling and performance of enrollees.

3. A variety of methods will be used by vo-tech educators to measure and report on the outcomes of instructional and learning activities.

ACTIVITIES CHART

FY 1991 - 1992

Finding (Assessment Source)	Activity	Funding	Service Providers	Related Agencies
Although most new vo-tech teachers are generally satisfied with the 18 credit teacher training program, they do report the need for more training on some very important competencies, including:	Organize a statewide Advisory Committee for Vo-Tech Teacher Training; include representatives of the three teacher training institutions, present teacher trainees and and recent graduates of the program.		Division of Occupational Education	Teacher Training Institutions
o managing shop safety o managing a vo-tech curriculum o coordinating shop/lab curriculum with academic and related instruction o planning instruction to meet individual student needs o using computer-assisted instruction o implementing model Competency Based Vocational Education curricula	Design and present one day seminars on topics of critical importance with expert teachers as presentors.		MA Voc Curr Res Ctr CBVE Technical Assistance Centers	Teacher Training Institutions
	Videotape exemplary vo-tech teachers in the shop, lab, and classroom and share copies of the tapes with schools and with teacher trainers.		Funded Project	
	Conduct seminars for first year teachers to to inform them of resources available to support their development as teachers.		MA Voc Curr Res Ctr Teacher Training Institutions Division of Occupational Education	

Finding (Assessment Source)	Activity	Funding	Service Providers	Related Agencies
Sixty-five (65%) percent of school districts with Chapter 74 vo-tech programs currently use some type of competency based curriculum. Eighty-six (86%) percent of school districts with five or more Chapter 74 programs use competency based curriculum. The Massachusetts CBVE Learning Guides are used as student instructional materials, teacher references and resources for district level curriculum development. Most teachers incorporate these materials into more traditional group instruction. As the approaches to technical assistance have expanded during the last year, the interest in and utilization of the Massachusetts CBVE Learning Guides has increased. There is a need to continue the systematic process of editing the existing CBVE Learning Guides and to	Prepare and disseminate an executive summary of comprehensive plan for the continued advancement of curricula for vo-techstudents. This plan will incorporate appropriate recommendations of the Evaluation of CBVE and will delineate the supportive interrelationship of at least: CBVE Technical Assistance Massachusetts Vocational Curriculum Resource Center Vo-Tech Teacher Training Programs and will focus on the effective use of resources such as: CBVE Vo-Tech Learning Guides CBVE Academic Competency Manuals Applied Academic Curricula V-TECS* Materials Continue to fund 2-3 technical assistance centers to support teachers and administrators who wish to implement competency based vocational education and		Division of Occupational Education MA Voc. Curr. Res. Ctr. CBVE Tech. Asst. Ctrs.	CBVE Tech. Asst. Ctrs.

* Vocational-Technical Education Consortium of States

Finding (Assessment Source)	Activity	Funding	Service Providers	Related Agencies
enlist vo-tech teachers who are using and adapting the CBVE Learning Guides to revise the content of these materials.	to efficiently utilize CBVE Vo-Tech Learning Guides and/or CBVE Academic Competency Manuals.			
	Develop a Videotape on Effective Vo-Tech Curriculum		MVCRC	CBVE Technical Assistance Centers
Fifteen (15%) percent of the secondary school students in Massachusetts are enrolled in Chapter 74 vo-tech education.				
47% of the Grade 12 general studies enrollees who participated in the student survey responded that, in retrospect, they would prefer to enroll in a vo-tech program.	Seminars for middle, junior, and high school counsellors to provide accurate update on occupational information, career preparation, and vocational-technical education.		Division of Occupational Education State Occupational Information Coordinating Committee	State Association of Counsellors
43% of all students surveyed reported that they did not receive enough information to make a good decision about whether to enroll in a vo-tech or a non vo-tech program. Over 40% of all students reported that they never met with a guidance counselor to discuss high school or their career plans.	Pilot projects to bring junior/middle school and high school teachers to vo-tech schools for inservice and interchange sessions.		School Systems	
	Pilot Projects to encourage employed adults to present career information in group sessions and mentoring arrangements.		School Systems Community Agencies	

Finding (Assessment Source)	Activity	Funding	Service Providers	Related Agencies
Vo-tech students (30%) were more likely than either college prep (22%) or general studies students (18%) to indicate that high school was better than they had anticipated. General studies students (25%) were more likely than vo-tech (16%) and college prep (13%) students to report that high school was worse than they had anti-cipated.				
Although vo-tech students (25%) and general studies students (27%) were almost equally likely to have considered dropping out, potential vo-tech student dropouts were over 3 times as likely to indicate that their high school program helped them remain in school.	Promote the adoption of applied learning methods for general studies students in comprehensive high schools, including Applied Academic curricula and the Math, Science, and Communications CBVE competencies.		MA Voc. Curr. Res. Ctr. CBVE Tech. Asst. Ctr.	Division of School Programs
Most college prep and general studies students believe that you must make a clear decision on a specific career prior to	Inform all students of the career and occupational exploratory programs offered by vocational-technical schools.		School Systems	

Finding (Assessment Source)	Activity	Funding	Service Providers	Related Agencies
enrolling in a vo-tech school. These students are not aware of the exploratory programs offered by most vo-tech schools.				
A majority (65%) of the education agencies eligible to receive federal vocational education funds state a need to increase enrollment of females in traditionally male programs and to increase enrollment of males in traditionally female programs. Improving guidance counselling is a need of majority of these agencies, especially to meet the goal of non-traditional study.	Continue to support career and occupational exploratory programs for female students in Grades 7-9; Include parents in some parts of these exploratory programs. Address this need specifically in the seminars for middle, junior, and high school counsellors.		School Systems	Community Agencies
58% of these school districts and community colleges identify a need to increase academic services to disadvantaged enrollees. 61% identify the need to increase skills training for the disadvantaged and 63% of these institutions state a need to increase skills training for the handicapped.	Identify exemplary programs that remediate and develop academic skills and conduct workshops for school personnel to disseminate results. Five Assessment Centers will be supported to assist vo-tech schools on a regional basis. Promote utilization of Assessment Centers for adult populations.		Funded Project	School Systems State Agencies

Finding (Assessment Source)	Activity	Funding	Service Providers	Related Agencies
On programs that support skills training, education agencies reported as follows:				
60% need to modify existing vocational guidance and counseling services	These needs are addressed by a variety of activities included in this state plan.			
53% wish to modify technology education (industrial arts) programs				
49% state a need to modify basic skills instruction (65% of regional vo-tech schools, 62% of colleges)				
On the subject of related instruction				
50% of regional vo-tech schools state a need to modify existing programs and 63% of school districts with five or more Ch. 74 programs need to modify related instruction. 54% of the two year colleges				

(Assessment Source)	Activity	Funding	Service Providers	Related Agencies
and 50% of the regional vo-tech school districts expressed a need to increase enrollments of adults for training/re-training.				
62% of two year colleges express need to increase enrollments of single parents and displaced homemakers. Although regional vo-tech schools do not receive federal vocational education funds to serve this population, 46% of these districts would like to enroll more of these adult learners.	Promote successful strategies for coordination on a local level among education and training service providers. Encourage community colleges to sub contract with vo-tech school districts.		Community Colleges and Vo-Tech School Districts	
Although only 32% of the total stated a need to increase enrollments of minorities, the primary providers showed these percents: Regional Vo-Tech 58% Schools with 5+Ch.74 50% 2 year colleges 69%	Complete an analysis of enrollment in all service providers and develop strategies to address any deficiencies.			

Finding (Assessment Source)	Activity	Funding	Service Providers	Related Agencies
The percentage of education agencies eligible to receive federal vocational education funds that report needs for program improvement are: Curriculum Development 89% Inservice Training for Teachers and Guidance Staff 88% Applied Academics Curricula 71% Dropout Prevention 68% Programs to Overcome Sex Bias 65% Student Follow Up 63% Evaluation of Programs 56% Planning 54% Use of Advisory Committees 51% Health and Safety 48% Research 42%	Most of the activities proposed in this state plan address at least one of these needs.			

Finding (Assessment Source)	Activity	Funding	Service Providers	Related Agencies
The percentage of minority students enrolled in Chapter 74 programs is lower the percentage of minority students in secondary education Blacks 4.5 vs. 7.2 Linguistic 2.6 vs. 3.9 and The dropout rate is highest in urban school systems that include the highest percentage of minority populations.	Continue to support the expansion and improvement of vo-tech education facilities and programs in urban school districts.		School Systems	Community Agencies and Groups
	Promote increased access to quality vocational-technical education for minority students by:			
	a. strong internal and external evaluative measures to assure program quality;	PL98-524 Ch188	School Systems Department of Education	Chapter 74 Advisory Committees
	b. increase community involvement in program development and occupational information sharing;			Community Agencies and Groups
	c. career exploratory programs for 7th-9th grade students that include opportunities for experiential learning;	PL 98-424	School Systems	Chapter 74 Advisory Committees

Finding (Assessment Source)	Activity	Funding	Service Providers	Related Agencies
	d. preservice and inservice training for counsellors to focus upon career opportunities and the need for a better match between student learning styles and educational program options.	PL98-524	School Systems Institutions of Higher Education	Occupational Information Coordinating Committee Board of Regents of Higher Education
Vocational-technical education programs are part of the solution to the unique needs of refugees.	Continue to support the development and operation of model vocational education programs that address the unique needs of refugees in cooperation with appropriate school system personnel and other local and state agencies.	PL98-524	Vo-Tech Schools Community Colleges	Department of Communities and Development Department of Social Services Other State and local agencies Bureau of Transitional Bilingual Education
Many students entering vocational-technical education (9th grade) have basic skills deficiencies. (Basic Skills Testing)	Basic skills remediation programs at each vocational-technical school/program.	Ch.188 PL98-524	Secondary Schools Community Based Organizations	Division of School Programs
	Comprehensive study of potential for reinforcement of basic skills in specific occupational subject areas.	PL98-524	Qualified Researcher(s) Teams of Teachers	Office of Planning, Research and Evaluation

Finding (Assessment Source)	Activity	Funding	Service Providers	Related Agencies
	Teacher training programs to empower academic, related, and vocational subject teachers to help students acquire basic skills.	PL98-524	Teams of Teachers	Board of Regents of Higher Education Institutions of Higher Education Division of School Programs
Success in the workplace requires a combination of competencies that include: o occupation specific o communication skills o computational skills o science and technology o reasoning and problem solving o social and economic studies o interpersonal relationships o personal work habits and	Dissemination of a matrix chart to illustrate where communications, mathematics, and science competencies are embedded in specific occupational subject areas;	PL98-524	Qualified Researchers(s) Teams of Teachers	Office of Planning, Research and Evaluation Division of School Programs Chapter 74 Advisory Advisory Committees Technical Committees
	Continue to support the development of manuals that detail the union of occupational competencies with communications, mathematics, and science knowledge and skills. **(SCOVE)**	PL98-524	Secondary Schools; Teams of Teachers	Institutions of Higher Education
	Training programs to empower academic, related, and vocational teachers to help students to acquire these competencies.	PL98-524	Teams of Teachers	Board of Regents of Higher Education Institutions of Higher Education

Finding (Assessment Source)	Activity	Funding	Service Providers	Related Agencies
	Continue to promote and support the adoption of the Principles of Technology program (applied physics, mathematics, technology). Focus on the participation of females.	Ch.188 PL98-524	Secondary Schools Community Colleges and Technical Institutes	Division of School Programs
	Continue to support the development and adoption of Applied Communications and Applied Mathematics curricula. Support the development and field testing of Applied Mathematics II and Applied Biology/Chemistry curricula.	Ch.188 PL98-524	Secondary Schools	Division of School Programs
	Continue to support the infusion of quality assurance principles and concepts in academic, related and voc-tech curricula.			
Many teachers need technical assistance on the development, management and evaluation of curriculum. and	Disseminate a concise guide to the development, management, and evaluation of competency based curriculum for vocational-technical education.	PL98-524	MA Voc. Curr. Res. Ctr. CBVE Tech. Asst. Ctrs. Teachers	In State Curriculum Network For Voc-Tech Education

Finding (Assessment Source)	Activity	Funding	Service Providers	Related Agencies
Curriculum review procedures for use by local school districts need to be developed.	Provide regional and school based technical assistance to teachers through the Massachusetts Vocational Curriculum Resource Center with the assistance of teachers and other experts in competency based vocational education.	PL98-524	Teachers MA Voc Curr Res. Ctr. CBVE Tech. Asst. Ctrs.	
	Support the field test and and dissemination of curriculum review procedures through the Massachusetts Vocational Curriculum Resource Center.	PL98-524	MA Voc Curr Res. Ctr.	
Pregnant and parenting teenagers have been well served by specialized programs operated by service providers under Title III, Part B-Consumer and Homemaker Education funding.	Support the refinement and expansion of programs designed to meet the education and training needs of pregnant and parenting teenagers.	PL98-524	Secondary Schools	Department of Welfare Department of Social Services
Individuals incarcerated in in correctional institutions need quality vocational-technical education in coordination with adult literacy programs.	Support the refinement and and expansion of skills training programs that show labor market demand and are linked to adult basic education programs.	PL98-524	State and County Houses of Correction	Department of Corrections Bureau of Adult Education Community Colleges
Innovative projects that have provided youth in the custody of the Department of Youth Services with opportunities to explore occupations through skills training programs have proven successful.	Support the refinement and expansion of programs of occupational exploration and skills training for this 'high-risk' population.	PL98-524	Voc-Tech Schools	Department of Youth Services Community Based Providers Division of Special Education

Finding (Assessment Source)	Activity	Funding	Service Providers	Related Agencies
The population of single parents and displaced homemakers is increasing. and This population has an immediate need for a range of services and programs that includes counselling and skills training. and The coordination of Displaced Homemaker Support Centers with skills training programs supported by Perkins Act funds has been evaluated and found to be exemplary.	Continue to fund skills training programs for single parents and displaced homemakers with a requirement that the service provider directly coordinate services with one of the state funded Displaced Homemaker Support Centers. Implement the recommendations of the Fiscal Year 1990 Evaluation of Single Parent, Displaced Homemaker, and Adult Populations.	PL98-524	Community Colleges School Districts	Bay State Skills Corp. Department of Welfare Department of Social Services Board of Regents of Higher Education
The percent of students in vocational-technical education (Chapter 74) who have special needs identified by individual education plans is higher than the percent of such students in secondary education. (23% vs. 17%) and The vast majority of the special needs students enrolled in vocational-techncial education are served in mainstreamed programs.	Continue to fund support services for special needs students to provide the help needed by these students to succeed in vocational-technical education.	PL98-524	Secondary Schools	Division of Special Education Massachusetts Rehabilitation Commission Massachusetts Association of Private Schools

Finding (Assessment Source)	Activity	Funding	Service Providers	Related Agencies
Special needs students need assistance to transition from vocational-technical education programs to the workplace or to further education.	Provide quality placement services for special needs students and connection to to other transition services. Continue dissemination of Transition Guide to school districts.		School Systems	Massachusetts Rehabilitation Commission Division of Special Education Higher Education Institutions
The applied learning methodology that forms the 'heart' of vocational-technical education has proven to be a successful educational process for thousands of students to acquire basic, developmental, and occupational competencies.	Promote the adoption of applied methodology for general program students in comprehensive high schools, including Principles of Technology, Applied Communications, and Applied Mathematics and the Math, Science, and Communications CBVE competencies. **SCOVE**	Ch188 PL98-524	School Systems	Division of School Programs
and Research indicates that at least 50% of students (regardless of age) learn better through an applied methodology.	Support the development of curricula for technology education programs that connect to mathematics and science concepts and skills. **SCOVE**	Ch188 PL98-524	School Systems	Division of School Programs
and 25% of the Grade 11 students who participated in the Massachusetts Educational Assessment Program identified themselves as general program enrollees.				

Finding (Assessment Source)	Activity	Funding	Service Providers	Related Agencies
There is a strong need for an increased focus on safety and health practices and instruction in vocational education and a parallel need in industry. Recent environmental laws and regulations have increased the complexity of this issue.	Join forces with several state agencies and the private sector to disseminate and evaluate a school and community based safety and health plan for vocational-technical education.	PL98-524 Other State Federal and Private Sources	Qualified Researchers State Agencies Teachers	Department of Labor (state) Department of Environmental Management Department of Environmental Quality Engineering Department of Public Health Occupational Safety and Health Administration Industry and Labor Organizations
Students need to develop and practice study skills in order to facilitate the learning experience in school and beyond.	Continue the seminars for teachers on study skills development offered by the statewide curriculum resource center.	PL98-524 Ch188	MA Voc. Curr. Res. Ctr. School Systems	Participating Schools Parent Advisory Committees
	Cable delivered instruction will be developed and produced.	PL98-524 Ch188	Teachers	Cable Networks
and				
Parents have an important role in the reinforcement of study skills.	Support the field test of a guide to study skills for vocational program students with a companion document for parents. Offer student-parent training as part of field test.	PL98-524 Ch188	School Teachers	School Improvement Councils

Finding (Assessment Source)	Activity	Funding	Service Providers	Related Agencies
Vocational program teachers need to further improve their skills in several areas: o educational technology o student learning styles o applications of science, mathematics, and communication competencies o expanded knowledge of specialty occupational areas. o entrepreneurship opportunities o teaching diverse populations	Professional improvement programs and activities for academic, related, and shop/ laboratory teachers. Partnerships with industry that stress personnel exchanges and externships. Improved utilization of vocational program advisory committees. Implement the recommendations of the Fiscal Year 1990 Professional Improvement Study.	PL98-524 Comm. Inservice Institute	Teachers Business Industry Labor Institutions of Higher Education	Division of Education Personnel Division of School Programs
There is a need to recruit qualified individuals, especially minorities, and females into teaching positions in vocational education. Technical occupations are experiencing severe shortages of teachers.	Support the implementation of strategies developed by the Fiscal Year 1990 Vo-Tech Techer Recruitment Project.	PL98-524	Institutions of Higher Education School Districts	Board of Regents For Higher Education
The vast majority of occupations that are the focus of program offerings in vocational-technical education are high demand occupations that offer opportunities for career growth and advancement. Most of these occupations	Support the updating of high demand occupational programs through more effective utilization of vocational technical advisory committees, including training of school staff and advisory committee members.	PL98-524	Secondary Schools Division Staff will lead training.	Vocational-Technical Advisory Committees Technical Committees Office of Community Education

Finding (Assessment Source)	Activity	Funding	Service Providers	Related Agencies
have good to excellent wage and benefit possibilities and are heavily impacted by developments of technology.	Equipment upgrade program to keep high demand occupational preparation up-to-date and to incorporate new programs of instruction.	Requires new state funds.		Vocational Technical Advisory Committees Technical Committees
The few occupations that offer poor to fair wage and benefit potential are less impacted by technology, more likely to be in the personal services fields, show lower placement rates, and are dominated by females in the workplace and in school enrollments.	Professional improvement programs for vocational-technical educators to remain current on occupational information, work practices, and job trends.	PL98-524	See Related Agencies Institutions of Higher Education	Department of Employment and Training Occupational Information Coordinating Committee
The wages of female completers are significantly lower than male completers of Chapter 74 programs due to their choice of occupational study. This wage disparity disappears in the few technical occupations that show enrollment of closer to equal numbers of females and males.	Promote the enrollment of females in technical and technology dominated occupations:			Chapter 74 Advisory Committees Technical Committees Advisory Committees Trade & Prof. Associations
	a. Exploratory programs for 7th and 8th grade students in vocational-technical schools/programs; Include parents in stages of program;	PL98-524 Sex Equity	Voc-Tech Schools	Comprehensive Schools

Finding (Assessment Source)	Activity	Funding	Service Providers	Related Agencies
	b. Design and field test a technology education program with mathematics and science connections for 7th and 8th grade students; **(SCOVE)**	PL98-524 Ch188	Comprehensive Schools	
	c. Cooperate with business industry, and labor organizations to identify or create high quality occupational information briefs in print, videotape, and/or computerized format that will effectively communicate to youth and and parents the nature, education and training requirements, and rewards of occupations. **(SCOVE)**	PL98-524	Schools and Private and Public Sector Organizations Occupational Information Coordinating Committee	Technical Committees Trade and Professional Organizations Labor Organizations Office of Community Education
	d. Continue to promote model model programs of comprehensive education and training services for Head Start families including occupational skills training, training, related basic skills development linked with literacy programs, and child development seminars.	PL98-524 Ch188 Federal Head Start Funds Adult Literacy Funds	Vo-Tech Schools	Office of Early Childhood Education Regional Office Department of Health and Human Services Department of Welfare Bureau of Adult Education

Finding (Assessment Source)	Activity	Funds	Service Providers	Related Agencies
Although about eighty percent (80%) of jobs in the immediate future will not require a baccalaureate degree, approximately 3 of 4 jobs in the immediate future will require some education/training beyond the secondary school.	Support the refinement and expansion of coordination plans and cooperative arrangements among comprehensive high schools, vocational-technical high schools, and community colleges. **(SCOVE)**	PL98-524	School Systems Community Colleges	Board of Regents of Higher Education
	Promotion of model agreements including jointly operated programs; integrated curriculum (e.g. 2 plus 2 programs); advanced standing; and other elements of cooperation. **(SCOVE)**	PL98-524	Secondary Schools Community Colleges	Board of Regents of Higher Education Executive Office of Human Services
Successful partnerships amongst secondary schools, community colleges and employers have emerged in some locations of the state.	Support the development and expansion of partnership programs, especially those that serve adults who are unemployed or underemployed, including dislocated workers.	PL98-524	Voc-Tech Schools Community Colleges	Board of Regents of Higher Education Secretariats of Economic Affairs and Labor Department of Employment and Training Industrial Services Program Massachusetts Rehabilitation Commission
	Provide information on all adult training and development programs in vocational-technical education to a variety of constituencies especially to participants in adult literacy programs.		Voc-Tech Schools Community Colleges	Executive Office of Human Services Community Organizations

Finding (Assessment Source)	Activity	Funding	Service Providers	Related Agencies
	Develop a publication that describes the community education practices that have contributed to effective and creative vocational education-business partnerships.	PL98-524	School Districts Community Colleges	Office of Community Education
There is a need to create more public awareness of vocational education on a state, regional, and local level.	Update and disseminate a facts document on vocational-technncial education for distribution to the public including state level policymakers.	PL98-524	Department of Education	Providers of Vocational Education
	Identify, validate, and publish information on promising practices in vocational education, including public awareness strategies.	PL98-524	Providers of Vocational Education	Department of Education
	Create more community awareness of vocational education through student/teacher community projects.		Teachers and and Students	Office of Community Education
	Increase the use of advisory committee members to outreach to various community and civic groups.		Advisory Committee Members	
There is a need for vocational education to share information and the demonstration of effective practices with the apprentice training system.	Identify elements of each system that could improve the programs and sponsor information exchange workshops that feature exemplary teachers.	PL98-524	School Districts Apprentice Training Programs	Building Trades Training Directors Association Division of Apprentice Training, State Department of Labor

EVALUATION

PROGRAM STANDARDS AND MEASURES

FY 1991 - 1992

EVALUATION OF PROGRAMS FUNDED UNDER PUBLIC LAW 98-524

Evaluation Questions
Program Standards and Measures

The Division of Occupational Education has established an evaluation process for programs funded by Public Law 98-524 that includes evaluation questions and program standards and measures. This evaluation process was field tested on Fiscal Year 1988 grants and will be implemented during the 1989-90 school year for the evaluation of Fiscal Year 1989 grants. Information on this evaluation process has been included in regionally based administrative workshops.

The following pages list a set of standard questions (first page) for all programs and then a list of questions and standards for each category of funding. Each year the Division of Occupational Education will identify twenty (20%) percent of the total number of service providers and evaluation of every P.L. 98-524 program at those service providers will be conducted.

All Programs

Evaluation Questions

a. How were programs developed and operated in coordination with agencies and institutions that have related responsibilities and resources (e.g. the local planning agency under J.T.P.A., Adult Basic Education, local education agency offering postsecondary programs, etc.)? (Grants Management Manual: p. 18)

b. How were programs developed in coordination with the active assistance of an advisory committee? How well does the advisory committee membership represent the demographic image of the community? (Grants Management Manual: p.18)

Does the advisory committee include membership from each of the targeted populations (e.g. disadvantaged, handicapped)?

Has the advisory committee met? (Minutes)

c. What were the results of recruitment activity? Enrollment of non-traditional students?

d. What evidence exists that the occupational areas of study show current and future labor market demand? State demand list?
Documented local survey(s)?
(State Plan: Grants Management Manual)

e. What were the objectives of this project?

To what degree were the project objectives met?

What measures were used to determine achievement of project objectives?

e.g. basic skills testing
teacher developed measures
i.e. tests, observations, student demonstrations, etc.

equipment bids

advisory committee validation

f. How did the programs funded by P.L. 98-524 implement the goals from your Local Plan for Vocational Education?

I. Programs for Target Populations

Programs and Services For The Handicapped

a. Enrollments: 75% of Projected Enrollments

b. Support Services: All enrollees received support services requisite to succeed in skills training.

c. Outcomes
(1) 90% of Enrollees completed full program
(2) 90% of Program Completers were placed in the occupation of training or in advanced level of education/training. This includes advancement to next grade level in high school, advancement to next level of coursework in community college or technical institute, advancement to other related postsecondary education, or advancement to next level of training in a sequenced program.

Evaluation Questions

a. What process was established to provide information to parents and students concerning the opportunities available in vocational education at least one year before the students enter the grade level in which vocational education programs are first generally available?
(no later than the beginning of the ninth grade) (Sec. 204.b)

b. Did the school district or community college include the requirements for eligibility for enrollment in such vocational education programs in the process described under II.a.?
(Sec. 204.b)

c. What process did the grant recipient establish to provide to each enrollee:
(1) assessment of the interest, abilities, and special needs of each student with respect to completing successfully the vocational education program;

(2) special services, including adaptation of curriculum, instruction, equipment, and facilities;

(3) guidance, counseling, career development activities conducted by professionally trained counselors; and

(4) counseling services designed to facilitate the transition from school to post-school employment and career opportunities?
(Sec. 204.c)

d. Did the eligible recipient conduct an initial enrollment counseling session and an annual review for each handicapped student in a vocational education program?
(State Plan; p. 171)

Programs for the Disadvantaged

a.	Enrollments:		75% of Projected Enrollments
b.	Support Services:		All enrollees received support services requisite to succeed in skills training.
c.	Outcomes	(1)	90% of Enrollees completed full program.
		(2)	90% of Program Completers were placed in the occupation of training or in advanced level of education/training. This includes advancement to next grade level in high school, advancement to next level of coursework in community college or technical institute, advancement to other related postsecondary education, or advancement to next level of training in a sequenced program.

Evaluation Questions

a. What process was established to provide information to parents and students concerning the opportunities available in vocational education at least one year before the students enter the grade level in which vocational education programs are first generally available? (no later than the beginning of the ninth grade) (Sec. 204.b)

b. Did the school district or community college include the requirements for eligibility for enrollment in such vocational education programs in the process described under II.a.? (Sec. 204.b)

c. What process did the grant recipient establish to provide to each enrollee:

   (1) assessment of the interest, abilities, and special needs of each student with respect to completing successfully the vocational education program;

   (2) special services, including adaptation of curriculum, instruction, equipment, and facilities;

   (3) guidance, counseling, career development activities conducted by professionally trained counselors; and

   (4) counseling services designed to facilitate the transition from school to post-school employment and career opportunities? (Sec. 204.c)

d. Did the eligible recipient conduct an initial enrollment counseling session and an annual review for each disadvantaged student in a vocational education program?
State Plan; p. 171)

Programs for limited English Proficient

a. Enrollments: 75% of Projected Enrollments

b. Support Services: All enrollees received support services requisite to succeed in skills training.

c. Outcomes: (1) 90% of enrollees completed full program.

(2) 90% of Program Completers were placed in the occupation of training or in advanced level of education/training. This includes advancement to next grade level of coursework in community college or technical institute, advancement to other related postsecondary education, or advancement to next level of training in a sequenced program.

Evaluation Questions

a. What process was established to provide information to parents and students concerning the opportunities available in vocational education at least one year before the students enter the grade level in which vocational education programs are first generally available? (no later than the beginning of the ninth grade) (Sec. 204.b)

b. Did the school district or community college include the requirements for eligibility for enrollment in such vocational education programs in the process described under II.a.? (Sec. 204.b)

c. What process did the grant recipient establish to provide to each enrollee:

(1) assessment of the interest, abilities, and special needs of each student with respect to completing successfully the vocational education program;

(2) special services, including adaptation of curriculum, instruction, equipment, and facilities;

(3) guidance, counseling, career development activities conducted by professionally trained counselors; and

(4) counseling services designed to facilitate the transition from school to post-school employment and career opportunities? (Sec. 204.c)

d. Did the eligible recipient conduct an initial enrollment counseling session and an annual review for each limited English proficient student in a vocational education program?
State Plan; p. 171)

II. Program Improvement, Innovation and Expansion

a.	Enrollments:	75% of projected Enrollments
b.	Support Services:	(1) All enrollees received support services requisite to succeed in skills training
		(2) Counseling services included non-traditional occupation focus
c.	Outcomes:	(1) 90% of Enrollees completed the full training program
		(2) 90% of program Completers were placed in an occupation or in an advanced education/training program, including the next level of the current program. 70% of the program completers who are school graduates were placed in an occupation related to the instructional program, in a postsecondary education/training program, or in the military.

Evaluation Questions

a. How did this grant improve or expand existing program(s)?
(Grants Management Manual: p. 25)

b. What were the objectives of this project?

To what degree were the project objectives met?

What measures were used to determine achievement of project objectives?

e.g. basic skills testing

teacher developed measures
i.e. tests, observations, student demonstrations, etc.
equipment bids
advisory committee validation

c. What recruiting strategies were used to enroll target populations (females, disadvantaged, handicapped, minorities, limited English proficient)?
(Grants Management Manual: p. 25)

d. Did the program ensure that instructional materials, curricula, and services were free of sex and racial stereotyping?
(Grants Management Manual: p. 25)

e. Did this grant meet all applicable state standards for quality of staff, instruction, materials, equipment, safety and other relevant program characteristics? (Grants Management Manual: p.26)

Programs For Single Parents/Displaced Homemakers

a. Enrollments: 75% of Projected Enrollments

b. Support Services: (1) All enrollees received support services requisite to succeed in skills training.

(2) Counseling services included non-traditional occupational focus.

c. Outcomes: (1) 80% of Enrollees completed the full training program.

(2) 80% of Program Completers were placed in an occupation related to training or in an advanced education/training program, including the next level of the current program.

Evaluation Questions

a. What process did the community college utilize to provide information to single parents or homemakers to inform them of vocational education programs and related support services?
(Regulations: Sec. 401.55 (e))

b. Did the community college make vocational education and training programs more accessible to single parents or homemakers by assisting them with child care or transportation services or by organizing and scheduling those programs so that they are more accessible?
(Regulations: Sec. 401.55 (d))

c. How did the community college coordinate with the Displaced Homemakers Support Service Center (Bay State Skills Corporation) in the area served by the community college?
(Grants Management Manual: p.18)

Programs for Adults

a. Enrollments: 75% of Projected Enrollments

b. Support Services: All enrollees received support services requisite to succeed in skills training.

c. Outcomes: (1) 80% of Enrollees completed full program

(2) 90% of Program Completers placed in occupation of training.

Evaluation Questions

a. How were programs developed and operated in coordination with agencies and institutions that have related responsibilities and resources (e.g. the local planning agency under J.T.P.A., Adult Basic Education, local education agency offering postsecondary programs, etc.)? (Grants Management Manual: p. 18)

b. How were programs developed in coordination with the active assistance of an advisory committee? How well does the advisory committee membership represent the demographic image of the community? (Grants Management Manual: p. 18)

Does the advisory committee include membership from the targeted populations (e.g. disadvantaged, handicapped)?

Has the advisory committee met? (Minutes)

c. What were the results of recruitment activity? Enrollment of non-traditional students?

Were the equity objectives(s) achieved?

d. What evidence exists that the occupational areas of study show current and future labor market demand? State demand list? Documented local survey(s)?
(State Plan; Grants Management Manual)

Programs For Consumers and Homemakers

a. Enrollments: 75% of Projected Enrollments

b. Support Services: All enrollees received support services requisite to achieve program objectives.

c. Outcomes: (1) 80% of Enrollees completed full program

(2) 80% of Program Completers were placed in an occupation, in a specific vocational-technical education program, or in advanced level of education/training, including the next level of the current program.

Evaluation Questions

a. Did the program serve the priority populations of pregnant and parenting teenagers or refugees?
(State Plan: p. 201)

b. Did the eligible recipient encourage the participation of both males and females to prepare them for combining the roles of homemaker and wage earner?
(State Plan: p. 201)

c. Did the eligible recipient utilize instructional material based on sex-fair content that reflects changing career and homemaking patterns for men and women?
(State Plan: p. 201)

d. In economically depressed areas, did the eligible recipient give specific consideration to cultural awareness and economic, social and bilingual needs?
(State Plan: p. 201)

3. Did the eligible recipient initiate collaborative arrangements with one or more community agencies to develop programs to serve the needs of target populations?
(State Plan, p. 201)

PLEASE CHECK FUNDING CATEGORY:

[] DISADVANTAGED
[] LEP
[] HANDICAPPED
[] CONSUMER & HOMEMAKER
[] CBO
[] ADULT TRAINING & RETRAINING
[] SINGLE PARENT/DISPLACED HOMEMAKER
[] CORRECTIONS
[] PEI

GRANT # _____

	TOTAL ENROLLED	COMPLETED THIS YEAR"S PROGRAM	ADVANCED TO NEXT LEVEL OF EDUCATION OR TRAINING *	EMPLOYED IN FIELD RELATED TO TRAINING	EMPLOYED IN FIELD NOT RELATED TO TRAINING	MILITARY	UNEMPLOYED AND NOT PURSUING ADDITIONAL EDUCATION
TOTAL							
MALE							
FEMALE							
HANDICAPPED							
DISADVANTAGED							
LEP							
WHITE NON-HISPANIC							
WHITE HISPANIC							
NON-WHITE HISPANIC							
BLACK NON-HISPANIC							
AMERICAN INDIAN							
ASIAN							
OTHER							

* THIS INCLUDES ADVANCEMENT TO NEXT GRADE LEVEL IN HIGH SCHOOL; ADVANCEMENT TO NEXT LEVEL OF COURSEWORK IN COMMUNITY COLLEGE OR TECHNICAL INSTITUTE; ADVANCEMENT TO OTHER POSTSECONDARY EDUCATION; OR ADVANCEMENT TO NEXT LEVEL OF TRAINING IN A SEQUENCED PROGRAM.

NEEDS ASSESSMENT OUTLINE

FY 1991-1992

STATE PLAN FOR VOCATIONAL-TECHNICAL EDUCATION
FOR FISCAL YEARS 1991-92
NEEDS ASSESSMENT OUTLINE

I. CURRENT AND PROJECTED OCCUPATIONAL NEEDS: CURRENT AND PROJECTED DEMAND FOR GENERAL OCCUPATIONAL SKILLS

A. AGENCIES, ASSOCIATIONS, INDIVIDUALS

1. Department of Employment and Training (DET)
2. Occupational Information Coordinating Committee (SOICC)
3. Technical Committees
4. Vocational-Technical Advisory Committees
5. Trade and Professional Associations and Organizations
6. Organized Labor Representatives

B. DOCUMENTS

1. Ninety Jobs For the Nineties (DET; 1988)
* 2. Career Choice in a Changing Economy (SOICC)
* 3. Massachusetts Occupational Outlook (SOICC)
4. Projections 2000 (U.S. Department of Labor; 1988)
5. Technical Training in America (ASTD; 1988)
6. Workforce Basics: The Skills Employers Want (ASTD; 1988)
7. Workforce 2000: Work and Workers For the 21st Century (Hudson Institute; 1988)
8. High Schools and the Changing Workplace (National Academy of Sciences; 1986)
9. A Long Term Strategic Plan For Training and Employment-Related Education in Massachusetts (Mass Jobs Council; 1988)
* 10. Local Plans: labor market surveys
11. The Construction Boom of the 1980's: Implications For Future Employment and Training Policies (Center for Labor Market Studies, Northeastern University; 1989)
12. Blueprint 200 Report
13. Employment 2000: Massachusetts Employment Projections by Industry and by Occupation (DET; 1989)

***Report will be available between 6/1/89 and 9/30/89**

II. SPECIAL NEEDS OF THE FOLLOWING GROUPS FOR ACCESS TO VOCATIONAL EDUCATION AND VOCATIONAL SERVICES IN TERMS OF LABOR MARKET NEEDS.

1. Handicapped
2. Disadvantaged, Limited English Proficient
3. Adults in Need of Training/Retraining
4. Individuals Who Participate in Programs Designed to Eliminate Sex Bias and Stereotyping in Vocational Education
5. Single Parents or Displaced Homemakers
6. Criminal Offenders Who are Serving in a Correctional Institution

A. AGENCIES, INSTITUTIONS, INDIVIDUALS

1. Massachusetts Department of Education
2. Massachusetts Board of Regents Staff
3. State Council on Vocational Education
4. Massachusetts Commission For Occupational Education
5. Executive Office of Labor
6. Executive Office of Economic Affairs
7. Department of Employment and Training
8. Massachusetts Rehabilitation Commission
9. Department of Youth Services
10. Department of Corrections
11. Department of Public Welfare
12. Bay State Skills Corporation, Displaced Homemaker Centers
13. Community Based Organizations
14. Employment For the Handicapped Commission

B. DOCUMENTS

1. Opportunity 2000 (United States Department of Labor; 1988)
2. The Forgotten Half: Pathways to Success For America's Youth and Young Families (William T. Grant Foundation; 1988)
3. Vocational Education in Massachusetts and the Future of Young Minority Citizens (U Mass-Boston; 1988)
4. Chapter 74 Evaluation Reports
5. Public Law 98-524 Evaluation Reports
6. State Plan for Adult Education
7. State Plan for Special Education
* 8. Local Plans for Vocational Education
9. Public Hearing Testimony
   a. Division of Occupational Education
   b. State Council on Vocational Education
10. An Examination of the Impact of the Carl D.Perkins Act of 1984 on Our Nation's Citizens with Disabilities (1988)
11. State Plan for the Family Support Act of 1988

III. QUALITY OF VOCATIONAL EDUCATION IN TERMS OF

* **"(i) the pertinence of programs to the workplace and to new and emerging technologies;**
"(ii) the responsiveness of programs to the current and projected occupational needs in the State;
"(iii) the capacity of programs to facilitate entry into, and participation in, vocational education and to ease the school-to-work and secondary-to-postsecondary transition;
"(iv) the technological and educational quality of vocational curricula, equipment, and instructional materials to enable vocational students and instructors to meet the challenges of increased technological demand of the workplace; and
"(v) the capability of vocational education programs to meet the needs for general occupational skills and improvement of academic foundations in order to address the changing content of jobs.

A. AGENCIES, ASSOCIATIONS, INDIVIDUALS

1. P.L. 98-524 Advisory Committees
2. Chapter 74 Advisory Committees
3. Technical Committees
4. State Council on Vocational Education
5. Massachusetts Commission For Occupational Education
6. Massachusetts Vocational Association
7. Massachusetts Association of Vocational Administrators
8. Massachusetts Association of Occupational Education Directors
9. Advisory Committee to Massachusetts Vocational Curriculum Resource Center
10. Massachusetts Home Economics Association
11. Technology Education Association of Massachusetts
12. Council of Community College Presidents

B. DOCUMENTS

1. A Study of Curriculum and program Planning for Vocational-Technical Education in Massachusetts (Division of Occupational Education; 1988)
* 2. Evaluation of Competency Based Vocational Education Projects (Abt Associates, Inc.)
* 3. Survey of Completers of Vocational Teacher Training Programs (Division of Occupational Education)
* 4. Student Survey: High School Program Selection and Career plans (Division of Occupational Education)
5. Public Hearing Testimony
   a. State Council on Vocational Education
   b. Division of Occupational Education
* 6. Local Plans For Vocational Education
7. 1 Year Follow Up of Completers of Secondary School Vocational-Technical Education (June, 1988 and June, 1989)
8. Massachusetts Educational Assessment Program (1988)
9. Chapter 74 Evaluation Reports
10. Evaluation and Final Reports for P.L. 98-524 Projects
* 11. Inventory of Articulation Agreements between Secondary Schools and Community Colleges (1989)

IV. THE CAPACITY OF LOCAL EDUCATIONAL AGENCIES, WITH RESPECT TO SECONDARY EDUCATION AND POSTSECONDARY EDUCATIONAL INSTITUTIONS, TO DELIVER THE VOCATIONAL EDUCATION SERVICES NECESSARY TO MEET THE NEEDS IDENTIFIED IN THE ASSESSMENT.

A. AGENCIES, ASSOCIATIONS, INDIVIDUALS

1. Local Plan Advisory Committees
2. Chapter 74 Advisory Committees
3. State Council on Vocational Education
4. Massachusetts Commission For Occupational Education
5. Council of Community College Presidents
6. Massachusetts Vocational Association
7. Massachusetts Association of Vocational Administrators
8. Massachusetts Association of Occupational Education Directors
9. Massachusetts Home Economics Association
10. Technology Education Association of Massachusetts

B. DOCUMENTS

* 1. Local Plans for Vocational Education
2. Enrollment Data
3. Chapter 188 Implementation Report (1989)
* 4. Inventory of Articulated Agreements between Secondary Schools and Community Colleges (1989)
5. School to Work Transition Program Results (1989)
6. Teacher Supply and Demand in Vocational Education (1988)
7. Coordinating Education and Employment Training (State Council on Vocational Education; 1989)

FY 1991 - 1992

STATE PLAN BUDGET

DIVISION OF OCCUPATIONAL EDUCATION - P.L. 98-524 STPLAN91.WK1
STATE PLAN BUDGET - FY 1991 27-Jun-90

	FY 1991 STATE PLAN BUDGET	MATCH	DEPRESSED AREA MINIMUM
HANDICAPPED S.T./A.S.	1,292,899.00		
HANDICAPPED GUIDANCE	323,225.00		
HANDICAPPED TOTAL	1,616,124.00	1,616,124.00	
DISADVANTAGED S.T./A.S.	2,488,832.00		
DISADVANTAGED GUIDANCE	622,208.00		
DISADVANTAGED TOTAL	3,111,040.00	3,111,040.00	
LIMITED ENGLISH S.T./A.S.	355,547.00		
LIMITED ENGLISH GUIDANCE	88,887.00		
LIMITED ENGLISH TOTAL	444,434.00	444,434.00	
ADULT SHORT-TERM TRAINING	1,939,350.00	1,939,350.00	
SINGLE PARENT/HOMEMAKER	1,373,706.00		
ELIMINATION OF SEX BIAS	565,644.00		
CORRECTIONS	161,612.00		
PART A SUBTOTAL	9,211,910.00	7,110,948.00	
PROGRAM EXPANSION & IMPROVEM	4,024,442.00	7,009,337.00	
COMMUNITY-BASED ORG'S	316,587.00		
CURRICULUM DEVELOPMENT	500,000.00		
PERSONNEL DEVELOPMENT	260,000.00		
RESEARCH	50,000.00		
EXEMPLARY & INNOVATIVE	375,000.00		
GUIDANCE & COUNSELING	150,000.00		
STATE LEADERSHIP	1,273,308.00		
SEX EQUITY COORDINATION	60,000.00		
STATE ADMINISTRATION	1,102,675.00	1,102,675.00	
PART B SUBTOTAL	8,112,012.00	8,112,012.00	
TITLE II TOTAL	17,323,922.00	15,222,960.00	6,943,428.00
CBO - PROGRAMS	173,805.00		
CBO - STATE LEADERSHIP	11,850.00		
CBO - STATE ADMIN.	11,850.00	11,850.00	
CBO - SUBTOTAL	197,505.00	11,850.00	
C & H - PROGRAMS	702,365.00		249,066.00
C & H - STATE LEADERSHIP	44,832.00		
C & H - STATE ADMIN.	0.00	0.00	
C & H - TOTAL	747,197.00	0.00	
TITLE III TOTAL	944,702.00	11,850.00	
GRAND TOTAL	18,268,624.00	15,234,810.00	7,192,494.00

COMMENTS AND RESPONSES

PUBLIC COMMENT PERIOD

OCTOBER 25, 1989 - NOVEMBER 29, 1989

Report on the Comments Presented Through
the Public Comment Period (October 27, 1989 - November 29, 1989)

These comments are drawn from the verbal testimony provided by speakers at the two public hearings and from the written testimony submitted by individuals on behalf of agencies, associations, and institutions. A copy of the draft set of State Plan materials with a notice of the public comment period was mailed to every institution involved in the funding and operation of grants and activities under the Carl D. Perkins Vocational Education Act (Public Law 98-524) and to a variety of business, labor, civic, and special interest groups. A total of 535 copies were distributed.

Comment	Proposed Response
1. Use Perkins funds as base support to set up adult training and re-training programs. Work with State Department of Welfare to set aside a portion of funds from the Family Support Act to include welfare clients in this training.	1. Federal vocational education (Perkins) funds will continue to be used to support the training and retraining of adults for high demand occupations. The Department will continue to work with several other state agencies to coordinate these efforts. The Department is working with the State Department of Welfare to coordinate funding on education and training programs for welfare clients.
2. Expand the number of assessment centers in public schools from five (5) to ten (10) and expand their focus to include adults.	2. The purpose of the funding of five (5) Assessment Centers was to demonstrate the benefits of an intensive and high level assessment effort. The goal is to ensure the continuation and expansion of these services through contracting with area agencies, including other schools, and the Department encourages large schools to develop Assessment Centers on the model designed through the special Statewide competitive grants process.
3. Reduce the number of training sites funded by Perkins adult training funds to provide greater support to highest quality programs.	3. Federal vocational education (Perkins) funds must address the education, training, and retraining needs of adults on a statewide basis. The competitive Request-For-Proposal process has been successful as a method of identifying quality providers of these services.
4. Replicate local models of coordination at the state level to minimize the number of program rules and restrictions.	4. Recent research and organized discussions on the topic of cordination have identified some exemplary strategies for coordination

	of education and training programs, especially on the local or area level. Research findings also emphasize the difficulty associated with full replication of some of these ccordination models in other areas of a diverse state. The Department will continue to promote exemplary coordination strategies through the Request-For-Proposal process, the local plan for vocational-technical education, and the Department's work with other state agencies.
5. Continue funding to community colleges to serve target populations, to link to other service providers and to continue school to college collaboration.	5. The proposed amendments to the State Plan for Fiscal Years 1989-1990 support this recommendation. The results of special projects for school to college collaboration will be published widely in the fall, 1990.
6. Continue funding for home economics education through federal vocational education funds and continue to support use of these funds for programs for pregnant and parenting teenagers.	6. This recommendation supports the proposed amendments to the State Plan for Fiscal Years 1989-1990.
7. Include funds for staff development.	7. This recommendation supports initiatives included in the proposed amendments to the State Plan for Fiscal Years 1989-1990. Locally supported staff development is a necessary supplement to statewide activities and is especially important for several urban school districts in Massachusetts to expand quality vocational-technical education opportunities.
8. Recently developed programs should be allowed to document strong placement results for less than five years.	8. This recommendation is accepted as a clarification of policy and the amended wording will be clear that schools or community colleges that propose to expand or improve programs for occupations not on the statewide demand list must document strong placement results for the number of years of operation with completers up to the most recent five years.
9. Community colleges should be exempted from requirement to	9. Community colleges are exempted from this requirement and this exemption

notify parents and students of vocational education opportunities at least one year prior to enrollment.	will be emphasized, as necessary.
10. Completion rate for adult training programs should be reduced from 80% to 75%. Placement in training related occupation should be reduced from 90% to 70%.	10. Completion rates for adult training programs will remain at 80%. Department Staff will review with each institution the specific reasons for program non-completers and the Department will review all evaluation standards on an annual basis. The Department will continue to encourage competency based programs as an effective method for assessment and counselling and as a measurement device for both completers and early program leavers. The placement in training related occupation will be reduced from 90% to 80% for adult populations. If assessment and counselling prior to program enrollment has been successful, then higher placement rates will depend on program quality and job placement efforts.
11. Area correctional facilities that receive federal vocational education funds should be encouraged to subcontract educational and training programs to community colleges.	11. The Department will encourage area correctional facilities that receive federal vocational education funds to expand and improve collaborative arrangements with community colleges and with vocational-technical schools.
12. The Division of Occupational Education should use federal vocational education funds to support the required related classroom instruction for formal and approved apprenticeship training programs.	12. These activities were funded for several years by a state appropriation to the Department of Education. These state funds were eliminated with the State Fiscal Year 1990 budget. A proposal to transfer a similar amount of federal job training funds from the Department of Employment and Training to the Department of Education is now under review. The current federal vocational education Act (Perkins) poses three restrictions to the use of these federal funds for the state's apprentice training related classes:

a. Federal funds may not supplant state or local funds. At least one year of non funding must occur before federal vocational education funds could be used to meet this need.

b. The Perkins Act states that apprentice training may be funded to improve or expand vocational education and therefore, the activities must be new: either an expansion or improvement of the program as it exists before the funding.

c. The Perkins Act and regulations prohibit the maintenance of programs or services with the funds which a State may use to support apprentice training activities. This prohibition means that a state can fund these new activities for a maximum of three years with federal vocational education funds.

It is quite possible that new federal legislation for vocational education will allow for more flexibility to the states for funding of apprentice training activities. It is likely that new federal legislation will take effect on July 1, 1991 and that a new State Plan for Vocational Education will be due on May 1, 1991. This new state plan will address this recommendation in the context of revised federal regulations for these funds.

JPM/OE607D83

CROSSWALK OF FY 1989 - 90 GOALS

TO FY 1989 PROGRAM PERFORMANCE REPORT

CROSSWALK OF FY 1989-90 GOALS TO FY 1989 PROGRAM PERFORMANCE REPORT

GOAL A To assure equal access and to assure equal opportunity for all students in vocational education.

P.P. REPORT

PART I - Vocational Education Opportunities
PART II - Community Based Organizations
PART IV - Consumer and Homemaker Education
Appendix

GOAL B To improve the basic and other academic skills of students participating in vocational education.

P.P. REPORT

PART I - Vocational Education Opportunities
PART II - Program Expansion and Improvement
Personnel Development
Curriculum Development
Guidance and Counseling
PART III - Community Based Organizations
Appendix

GOAL C To improve and update the curriculum, personnel, and facilities available to vocational education students.

P.P. REPORT

PART II - Program Expansion and Improvement
Personnel Development
Curriculum Development
Research and Evaluation
Appendix

GOAL D To educate and train students in occupational fields that provide opportunities for growth and advancement.

P.P. REPORT

PART I - Vocational Education Opportunities
Adults in Need of Training
Single Parents and Homemakers
Students in Non Traditional Programs
PART II - Program Expansion and Improvement
New and Expanded Programs
Personnel Development
Curriculum Development
Guidance and Counseling
Appendix

GOAL E To coordinate vocational education programs and services with other public agencies and the private sector so that residents of Massachusetts have access to the full array of services available.

P.P.REPORT

PART I - Vocational Education Opportunities
- Adults in Need of Training
- Single Parents and Homemakers
- Students in Nontraditional Programs
- Criminal Offenders
- Coordination Efforts

PART II - Program Expansion and Improvement
- Technical Committees
- Occupational Safety and Health

PART III - Community Based Organizations

Appendix